

Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501



2002-2003 COMPETITIVE MINI-GRANT PACKETS

**NATIONAL AND COMMUNITY
SERVICE TRUST ACT 1990, AS AMENDED
MONTANA OFFICE OF COMMUNITY SERVICE
MCA 90.14.101-109**

APPLICATION DEADLINE:

Application and two copies, with all necessary information, must be postmarked by Friday, June 21, 2002. Mail to:

June Atkins
Accreditation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
E-mail: jatkins@state.mt.us
FAX: (406) 444-1373

Faxed or e-mailed applications will not be accepted.
Successful applicants will be notified of grant awards upon availability of funds.
All projects must end no later than June 30, 2003.



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

LEARN AND SERVE MONTANA 2002-2003 MINI-GRANT PROGRAM INFORMATION

CONTACT PERSON

June Atkins

Literacy Specialist, Learn and Serve Director
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
(406) 444-3664
E-mail: jatkins@state.mt.us
Fax: (406) 444-1373

Applications must be postmarked by
Friday, June 21, 2002. Faxed or e-mailed
applications will not be accepted.

Project Duration:
September 2002 - June 30, 2003
Successful applicants will be notified of
grant awards upon availability of funds.

DESCRIPTION

The Office of Public Instruction has received funding from the Corporation for National and Community Service to support Learn and Serve America subgrants through funds authorized under the National and Community Service Trust Act of 1990, as amended (42 U.S.C. 12501 et seq.). The Office of Public Instruction's Learn and Serve Montana Program is an integral part of the Montana Community Service Plan and complies with the Montana Community Service Act of 1993. (MCA 90.14.101-109)

The Learn and Serve Montana Competitive Mini-Grants enable participants to implement, operate, or expand a K-12 school-based service-learning program. These are short-term grants designed to provide "seed money" to implement a service-learning project and are for one year only. School districts are the only entities eligible to apply for the Learn and Serve mini-grant.

The purpose of the Learn and Serve Montana Program is to expand opportunities for every Montana student, which might begin in kindergarten, to participate in structured community service projects that promote academic and personal growth, meet real community needs and at the same time address the community's unmet human, educational, environmental and public safety needs. These projects must include opportunities for youth to engage in meaningful reflection and analysis of these projects and enable young people to participate in the initiation, planning and implementation of these projects as one method of promoting youth voice and leadership development.

Mini-grant projects and programs will be selected to reflect the range of community size, cultural diversity, geographic distribution and economic status. They will also be sites most likely to result in successful, replicable service-learning models. The Learn and Serve Montana Program will help schools to integrate service into the K-12 curriculum. The projects will be based on real community needs, involvement of students and community members at every phase (including the development of the mini-grant application), integration of the project into the curriculum, evaluation of student learning and opportunities for students' self-reflection and celebration.

ELIGIBLE APPLICANTS

To implement, operate or expand a school-based service learning program, an applicant can be:

a teacher, team of teachers, students or schools working in partnership with one or more qualified public or private nonprofit organizations that will make service-learning opportunities available for school-age student volunteers. **Students and community members should be involved in the design and implementation of the project.**

Mini-grant projects will receive awards ranging from \$500 to \$3,000 depending upon the scope of the project. The grant period is for one year only.

TIMELINES

Learn and Serve Montana Mini-Grant Program

June 21, 2002	Applications postmarked by June 21, 2002.
Availability of funds	Award notification.
September 2002	Learn and Serve Mini-Grant project begins.
June 30, 2003	Project closing date.

LATE APPLICATIONS

Applications that are postmarked after the June 21, 2002, deadline will not be included in the competition and will not be reviewed.

APPLICATION CONTENTS

All applications must include completed forms provided for applicant information and budgets. The narrative should describe how the service-learning project helps the school meet/fulfill its vision/mission, the program goals, objectives, proposed activities, anticipated outcomes and the target population. **One objective for Homeland Security is required.** Develop other measurable objectives needed to accomplish proposal goals. An objective form is included. Duplicate this form as needed. Use a 12-point font. A sample for a Homeland Security objective and a local objective are included in this packet.

APPLICATION TRANSMITTAL

The original and two (2) copies of the completed grant application must be postmarked by June 21, 2002. **Faxed or e-mailed copies will not be accepted.**

PROJECT/PROGRAM SUPPORT

Project/program support is from September 2002 through June 30, 2003. Learn and Serve Montana funds may not be used to supplant funds nor for any programs other than those approved in an official grant award from the Montana Office of Public Instruction. Unused funds must be returned to the Montana Office of Public Instruction. A minimum of 20 percent in-kind local match is required for mini-grants. Applicants must agree to participate in an evaluation program administered by the Montana Office for Community Service that complies with federal requirements of the Corporation for National and Community Service.

PROJECT APPLICATION

Before preparing the application, an applicant should think carefully about the objectives of the grant, the design of the activities, academic curricular connections aligned to the Montana Content and Performance Standards, and the budget and evaluation portions of the grant proposal. The narrative should clearly and concisely articulate the proposed project and how real community need was identified.

•Note: Use a 12-point font.

MINI-GRANT REVIEW PROCESS AND SELECTION CRITERIA

Learn and Serve Montana Mini-Grant Program

Initial screening of mini-grants will be based on the applicant's compliance with and completion of the proposal requirements. After the review by a qualified panel, proposals will be ranked according to their scores and recommended to the Montana Office of Public Instruction. Awards will be made to the top ranked proposals. Five to six mini-grants will be awarded. Grant awards range from \$500-\$3,000.

The best proposals must address the following key elements: Elements of High-Quality Service-Learning (included in this packet); best represent the potential of service-learning as a vehicle for educational reform; make linkages to other programs, school-to-work transition, etc.; involve students and community members in the design, implementation and evaluation of the projects; involve K-12 students of diverse economic backgrounds, different ages, races, genders, ethnic groups and physical and cognitive abilities; improve K-12 students' academic achievement; develop a sense of civic responsibility and the ethic of service and emphasize structured opportunities for reflection on the impact of the service-learning experience and opportunities for celebration. The proposals also demonstrate the ability to achieve the goals of Learn and Serve Montana service-learning programs through the program's high quality, innovation, replicability and sustainability.

An evaluation rubric is included in this application packet.

GOALS AND OBJECTIVES

The overarching goal of the Learn and Serve Montana Program is:

To expand opportunities for every Montana student, beginning in kindergarten, to participate in structured community service projects that:

- Meet real community needs;
- Promote academic and personal growth and, at the same time, address the community's unmet human, educational, environmental and public safety needs;
- Tie to curricular objectives aligned to Montana Content and Performance Standards and Benchmarks;
- Include opportunities for youth to engage in meaningful reflection and analysis of these projects;
- Enable young people to participate in the initiation, planning and implementation of these projects as one method of promoting youth voice and leadership development; and
- Are coordinated in collaboration with the school students and community members in planning, implementation and evaluation.

ELEMENTS OF HIGH-QUALITY SERVICE-LEARNING*

(A successful Learn and Serve project addresses these elements.)

1. Core Academic Learning

The service enhances the knowledge, value or skill goals of the class or school. It is an effective instructional strategy.

2. Meaningful Service

Work that helps to increase student's sense of civic responsibility, meets a real need in the community (as defined by the community), is appropriate to the student's age or development, is well-organized and results in a valued outcome. (Note that the school can be the community.)

3. Student Voice

Students help to plan, implement and evaluate the service-learning project.

4. Reflection

Reflection takes place before (to prepare), during (to troubleshoot) and after (to process) service activities.

5. Collaboration

All stakeholders (including administrators, social service agencies, businesses, community members, parents, students and teachers) are involved in planning, implementing and evaluating the service-learning project.

6. Program Evaluation

An evaluator gathers data and provides a report on the effectiveness of the service-learning project.

*Adapted from Jill Addison-Jacobson and Don Hill, *Building Support for Service Learning*, California ed., 1996, p. 11.

Translating Data Analysis Statements into Baseline Objectives and Indicators**Baseline:**

Step 1: Write the data analysis statement.

Step 2: Provide name of data source and baseline score aligned to Objective Statement.

Example:

Fewer students are At or Above Proficient in Math Concepts than any other math component.

2000 ITBS grade 4—31% At or Above

2000 ITBS grade 8—13% At or Above

2000 ITED grade 11—38% At or Above

Objectives:

(How Many and Which Students) with (Achievement Description) (3-5 Year Time Frame) as measured by [Name of Data Source(s)].

Example:

60 percent of students in grades 4, 8 and 11 will score At or Above Proficient in Mathematics Concepts by spring 2005 as measured by ITBS/ITED.

Desired Indicators of Growth:

State desired year-by-year growth using same measurement as baseline statement. Include data source. Also include other indicators that the program is being implemented and that it is having an impact on student achievement.

Example:

Percent of grade 4 At or Above will increase 6 percent each year as measured by ITBS.

Percent of grade 8 At or Above will increase 9 percent each year as measured by ITBS.

Percent of grade 11 At or Above will increase 4 percent each year as measured by ITED.

“Community-based agency” means a private, nonprofit organization (including a church or religious entity) that is representative of a community or a significant segment of a community and is engaged in meeting human, educational, environmental or public safety community needs.

“Partnership” means pursuant to a written agreement specifying the responsibilities of two or more partner entities with respect to the development and operation of the service-learning program proposed to be conducted.

“Qualified public or private nonprofit organization” means having demonstrated expertise in working with school-age youth and in meeting human, educational, environmental or public safety needs. In addition, in order to be the applicant agency, the nonprofit organization must have been in existence for at least one year prior to submitting an application for a service-learning program.

“School-based” means learning is the major focus of the community service program. See “service-learning” definition below.

“Service-learning” is a method whereby students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education or community service program, and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled and provides structured time for the students or participants to reflect on the service experience.

“Service Opportunity” is a program or project, including a service-learning program or project, that enables students to perform meaningful and constructive service in agencies, institutions and situations where the application of human talent and dedication may help to meet human, educational, linguistic, public safety and environmental community needs, especially those relating to poverty.

Community Service and Service-Learning

Both community service and service-learning emphasize:

- organized service that meets **community needs**; and
- the development of a sense of **civic responsibility**.

Service-learning activities differ from community service activities because service-learning:

- **integrates** service experiences into and enhances the **academic curriculum**;
- emphasizes structured opportunities for **reflection** on the academic, social and personal impact of the service-learning experiences; and
- increases structured **coordination**, planning and evaluation among teachers, schools and community agencies in order to foster stronger school, family and community partnerships.

Draft Service-Learning Interim Content and Performance Standards**Standard 1: [Meets recognized community needs]**

Students will understand how the needs of the community are identified or, when appropriate, will identify the needs of the community. Based on demonstrated understanding of these needs, students will actively participate in thoughtfully organized service that addresses the needs of the community as identified by the assessment. (Note: The school may be defined as the community.)

Standard 2: [Achieves curricular objectives]

Students will develop, acquire and demonstrate curricular knowledge and skills through participation in an integrated service-learning experience.

Standard 3: [Develops collaborative school-community partnerships]

Students will understand the relationship between school and community and the value of school-community partnerships. Students and teachers collaborate with individuals and organizations in the community, when appropriate, to develop and implement meaningful service-learning experiences that reflect their understanding of school and community resources.

Standard 4: [Develops civic and social responsibility and the ethic of service]

Students will understand and demonstrate civic and social responsibility and the ethic of service through participation in a service-learning activity which improves the quality of life in the community.

Standard 5: [Provides for reflection and celebration]

Students will understand and reflect upon the significance of their service-learning experience and how applying these skills and knowledge affects them as individuals, their own learning and the community. Students' service will be honored and celebrated.

—From California Department of Education, *Service-Learning Standards: Draft Interim Content and Performance Standards*, (Superintendent's Challenge Initiative) 1998, pp. SL-2 to SL-3 (standard titles added).

Why Document In-Kind?

We are obligated to match a portion of our grant funds through money from the community, schools, outside agencies, etc. Part of this match can be in the form of "in-kind" donations; that is, donations that do not involve cash.

What is In-Kind?

"In-kind" donations can be either a physical item given or loaned to use or a person's time spent on a project. In each case, a fair market value for physical items, or the hourly value of a person's time, must be used to determine its dollar value.

What Counts as In-Kind?

Although not everything, lots of things do count (see below for examples).

Physical Items

- Refreshments for a community event
- Supplies/materials

Use of Equipment/Space

- Office/room space
- Computer/equipment use

Professional Time

- Inservice/training
- Supervision/evaluation/coordination
- Technical assistance
- Vehicle use/mileage reimbursement

How Do I Calculate In-Kind?

The donor should declare the fair market value of the item being donated, or if it was loaned for use, its fair rental cost for that location. For a person's time, their donation is calculated based on their hourly value; their regular pay plus the fringe benefits paid by their employer. If they have health insurance, a reasonable fringe benefits amount is 30 percent of their hourly rate. Again, the donor should declare the hourly value for their time.

For example:

Physical Items

Food/beverages for a workshop:
10 pizzas @ \$8.00 each = \$80.00
Five 2-liter sodas @ \$2.00 each =
\$10.00

Total Donation = \$90.00

Use of Equipment/Space

Use of meeting space:
3 days @ \$50.00 per day = \$150.00
Equipment rental: overhead 1 day @
\$15.00 = \$15.00

Total Donation = \$165.00

Professional Time

Training consultant:
3 days @ \$500.00 per day = \$1,500.00

Total Donation = \$1,500.00

**Learn and Serve Montana
MINI-GRANT PROPOSAL**

**Project
Name:**

**School
District:**

Abstract: Briefly provide the reader of the proposal with a clear understanding of the purpose(s) of the program. (1) Describe how the service-learning project meets a real community need; (2) the process used to identify community need; (3) the nature of the service to be provided (i.e., environmental, human or educational services such as tutoring, building ramps for elderly people, public safety needs, etc.); (4) how the project connects to district vision/mission and Montana Content and Performance Standards. (Use a 12-point font.)

The Learn and Serve Beautification and Homeland Security Blood Drawing project targets fifth grade students in the XYZ School District. This proposal will connect classroom learning aligned to Standards with real-life activities, provide meaningful service for students, meet real community needs, promote academic and personal growth, address the district's mission for creating responsible citizens and provide opportunities for meaningful reflection.

The need for this project was determined by a community needs assessment and a teacher survey conducted during February and March 2002. The highest areas of needs from the assessments were to landscape the XYZ campus and Tri-County Head Start grounds, and for the local Red Cross Chapter to conduct more frequent blood drawings and encourage ongoing participation to help ensure our homeland security. The focus upon the specific Montana Content and Performance Standard for Science, Math, Health and Technology was identified as a priority through the district Comprehensive Education Plan.

Representatives comprised of students, staff, community and business members will form committees to plan, implement and evaluate the project activities. Post teacher surveys will be conducted during spring 2003 to determine student participation in the Homeland Security Blood Drawing project. The 2003 ITBS test results will be used to determine the increased percent of students proficient in the identified Math, Science, Health and Technology Standards.

Methods to inform and assist other schools and communities in replicating the projects will be developed. Evidence that the project will be sustained will be provided.

Mini-Grant Assessment Rubric	Disagree				Agree				Strongly Agree	
Abstract included required elements and clearly articulated the project.	1	2	3	4	5	6	7	8	9	10
Meets community need and identifies how the needs were determined.	1	2	3	4	5	6	7	8	9	10
Community voice is included in the development, implementation and evaluation of the project.	1	2	3	4	5	6	7	8	9	10
Student voice is included in the development, implementation and evaluation of the project.	1	2	3	4	5	6	7	8	9	10
Reflection activities are included and are appropriate.	1	2	3	4	5	6	7	8	9	10
Project objectives/activities connect to core academic content aligned to the Montana Content and Performance Standards.	1	2	3	4	5	6	7	8	9	10
Objectives are measurable and high quality (includes who, how, what, when, where).	1	2	3	4	5	6	7	8	9	10
Desired indicators of student growth are clearly identified.	1	2	3	4	5	6	7	8	9	10
Activities are appropriate and will meet identified need.	1	2	3	4	5	6	7	8	9	10
Items budgeted for are appropriate and reasonable considering the scope of the project.	1	2	3	4	5	6	7	8	9	10
TOTAL POSSIBLE:	100				TOTAL SCORE: _____					

2002-2003 SAMPLE LEARN & SERVE MINI-GRANT APPLICATION

Objective 1: Homeland Security (required objective)

100 percent of the fifth grade students will participate in activities designed to improve local Homeland Security by spring 2003 application as measured by teacher survey.

Montana Content and Performance Standards addressed: Health Enhancement Standard 1, Benchmark 8.2
Science Standard 3, Benchmark 8.2
Technology Standard 3, Benchmark 8.1

STATEMENT OF NEED

The board of directors of the local Red Cross Chapter identified several community needs through a review of data concerning the previous year of operation. Information concerning the identified needs was published March 31, 2002, in our local newspaper. Two of those needs have been chosen as the focus of our Learn and Serve Homeland Security objective. They identified a need to inform community members about the importance of donating blood and a need for assistance in organizing frequent periodic blood drives.

OBJECTIVE EVALUATION PLAN

Baseline Student Data (Current Data Aligned to this Objective)	Desired Indicators of Student Growth (Aligned to Baseline Student Data)	Actual Indicators of Student Impact
0 percent of fifth grade students have participated in Homeland Security activities as measured by teacher survey spring 2002.	100 percent of fifth grade students will participate in the Homeland Security activities by spring 2003 are measured by post teacher survey.	End-of-the-Grant-Year Data, aligned to baseline data, are reported on the Year-End Evaluation.

ACTIVITIES: Homeland Security

Proposed activities to accomplish the objective:

- 1.1 Students meet with representatives of the local Red Cross Chapter.
- 1.2 Obtain data and information about their identified needs.
- 1.3 Develop charts, posters and brochures to promote the importance of donating blood.
- 1.4 Develop PowerPoint presentations to promote the importance of donating blood.
- 1.5 Distribute materials developed and provide presentation to local community groups.
- 1.6 Assist in organizing blood drawings.
- 1.7 Assist at blood drawing sites.
- 1.8 Provide Health, Science and Technology Standards necessary to assist students in completing the project. (Identified Health, Science and Technology Standards.)
- 1.9 Provide structured reflection opportunities through journals and activities such as "Consider All Factors," "Other Points of View," and "KWL."

BUDGET JUSTIFICATION

List each expenditure and briefly explain how it assists in accomplishing the proposal objectives.

Service-Learning Coordinator salary and benefits	20 hrs. @ \$10.00	\$200.00
	Benefits @ 26%	\$ 52.00
Color cartridge to print in-house color brochures, pamphlets, etc.		\$ 50.00
Vehicle use to distribute pamphlets, posters and brochures to businesses and community organizations	20 mi. @ \$.375	\$ 7.50
Field trip for students to hospital to observe blood typing process and procedures	10 mi. @ \$.375	\$ 3.75

In-Kind Contributions:

Staff members' time to project	2 x 20 hrs. @ \$10.00	\$400.00
District provides paper for pamphlets, etc.	2 reams @ \$10.00	\$ 20.00
Red Cross personnel to presentations to students	10 hrs. @ \$10.00	\$100.00
District provides van for field trips	10 hrs. @ \$10.00	\$100.00

2002-2003 LEARN & SERVE MINI-GRANT APPLICATION

(Duplicate this page as needed for Objectives.)

Objective 2: Local Project Objective

100 percent of the fifth grade students will participate in the XYZ School and community beautification project.

Montana Content and Performance Standards addressed: Mathematics Standards 1 and 5
Science Standard 3

STATEMENT OF NEED

Community needs assessments and surveys were sent to parents in the district newsletter and printed in the local newspaper during February and March 2002. The results of those assessments identified a need to make the XYZ campus and Tri-county Head Start grounds more attractive through landscaping the bare grounds that surround them.

The district's Comprehensive Education Plan, developed through student and community input, and based on student achievement data, targeted specific Montana Content and Performance Standards as areas for improvement. Related classroom instruction necessary to conduct the project are aligned specifically to those standards.

OBJECTIVE EVALUATION PLAN

Baseline Student Data (Current Data Aligned to this Objective)	Desired Indicators of Student Growth (Aligned to Baseline Student Data)	Actual Indicators of Student Impact
45 percent of grade 5 students are proficient in Mathematics Standards 1 and 5; 8 percent of the students are proficient in Science Standard 3 as measured by the ITBS, spring 2002.	Spring 2003, 75 percent of the grade 5 students will be proficient in Mathematics Standards 1 and 5; 75 percent of the grade 5 students will be proficient in Science Standard 3 as measured by the ITBS.	End-of-the-Grant-Year Data, aligned to baseline data, are reported on the Year-End Evaluation.

ACTIVITIES: Objective 2

Proposed activities to accomplish the objective:

- 2.1 Form a committee of students, staff, community and business members to develop an action plan to meet the identified community need to landscape the XYZ School campus and Head Start grounds.
- 2.2 Provide math and science instruction necessary to assist students in completing the project. (Identified Math and Science Standards.)
- 2.3 Students design a landscaping plan for the school campus and Head Start grounds.
- 2.4 Students present the plans to the Landscaping Committee, School Board and Head Start Board.
- 2.5 Students determine ways to secure plants, shrubs, etc., with little or no funding.
- 2.6 Provide structured student reflection activities such as journals, "P, M, I," "Other Points of View."

Note: (Activities listed represent only a portion of the actual activities necessary to accomplish this objective.)

BUDGET JUSTIFICATION

List each expenditure and briefly explain how it assists in accomplishing the proposal objectives.

Service-Learning Coordinator salary and benefits	20 hrs @ \$10.00	\$200.00
	Benefits @ 26%	\$ 52.00
Vehicle use to haul dirt	40 mi @ \$.375	\$ 15.00
10 shrubs	@ \$10.00/shrub	\$100.00

In-Kind Contributions:

Staff members' time to project	4 x 10 hrs @ \$10.00	\$400.00
Electricity and water		\$ 50.00

PROPOSED PROJECT BUDGET DETAIL—2002-2003Learn and Serve Montana
Mini-Grant Program

Prime Applicant District Name_____

Project Number_____

BUDGET CATEGORY	SEA/Learn and Serve Montana	Required Local/District In-Kind Match 20% Minimum (List source if not district)
Salary/Benefits—Local Service Learning Coordinator	\$504.00	\$900.00
Planning & Capacity Building (not less than 10% nor more than 15% of grant award)		
Contracted Services/ Technical Assistance	\$26.25	\$100.00
Supplies and Materials	\$150.00	\$ 70.00
Travel		
Other		
Learn and Serve Montana Grant Award Total:	\$680.25	



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

Learn and Serve Montana

2002-2003

CFDA 94.001

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period from the date of approval through June 30, 2003. Amendments to this budget may be submitted up to project closing date.

Prime Applicant District: _____

Legal Entity: _____

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx	\$504.00			
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx	\$176.25			
3. SUB-TOTAL DIRECT COSTS	\$680.25			
4. Equipment (\$5,000 or more per unit) Attach Details and Justification Object 7xx				
5. TOTAL BUDGET	\$680.25			
6. OPI Use Only: Approved By/Date				
Project No. <input type="text"/>				



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

LEARN AND SERVE MONTANA 2002-2003 MINI-GRANT APPLICATION FOR FUNDS

PURPOSE

It is the purpose of the Learn and Serve Montana Program to expand opportunities for every Montana student, beginning in kindergarten, to participate in structured community service projects that: meet real community needs; promote academic and personal growth and at the same time, address the community's unmet human, educational, environmental and public safety needs; include opportunities for youth to engage in meaningful reflection and analysis of these projects; enable young people to participate in the initiation, planning and implementation of these projects as one method of promoting youth voice and leadership development. Subgrant funds are authorized under the National and Community Service Trust Act of 1990 as amended, codified as 42 U.S.C. 12501 et seq. and 45 CFR 2510 et seq.

I. APPLICANT INFORMATION

NOTE: *School districts are the only entities eligible to apply.
Only one district may be designated Prime Applicant District.*

The Board(s) of Trustees of the participating districts/agencies designate the following for the Learn and Serve Montana Program Mini-Grant:

OPI USE ONLY

LE _____

CO _____

A. Project Title _____

B. Prime Applicant District (administrative and fiscal agent)

School District Name

County

C. Local Learn and Serve Coordinator

Name

School

Address

Work Telephone No.

Fax No.

E-mail Address

D. Program Timeline: Application postmarked by Friday, June 21, 2002.

Program will begin: September 2002

Project will end: no later than June 30, 2003

E. Partner/community agencies participating in this mini-grant program and signatures of the agency board chairpersons.

Agency Name

Agency Board Chair Signature(s)

II. STATEMENT OF ASSURANCES

Learn and Serve Montana Mini-Grant Program

The Board(s) of Trustees of the applicant districts assure the Superintendent of Public Instruction that if a Learn and Serve Montana Mini-Grant award is received:

1. Learn and Serve America funds shall be used to supplement and, to the extent practical, increase the level of funds that would be made available in the absence of Corporation support. For any given program, this condition will be satisfied if the aggregate non-federal expenditure for that program in the fiscal year that support is to be provided is not less than the previous fiscal year.
2. The funding recipient has the legal authority to apply for federal assistance, and the institutional, managerial, and financial capacity (including funds sufficient to pay the non-federal share of project costs) to ensure proper planning, management and completion of the project described in this application.
3. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a and 276a-77), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction sub-agreements.
4. Will use the assistance only for a program that does not duplicate, and is in addition to, an activity otherwise available in the locality of the program.
5. Will comply with the nondisplacement rules found in #177(b) of the Act. Specifically, an employer shall not displace an employee or position, including partial displacement such as reduction in hours, wages or employment benefits, as a result of the employer using an AmeriCorps participant; a service opportunity shall not be created that will infringe on the promotional opportunity of an employed individual; an AmeriCorps participant shall not perform any services or duties or engage in activities that (a) would otherwise be performed by an employee as part of the employee's assigned duties, (b) will supplant the hiring of employed workers, (c) are services or duties with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures or (d) have been performed by or were assigned to any presently employed workers, an employee who recently is on leave, an employee who is on strike or is being locked out or an employee who is subject to a reduction in force or has recall rights subject to a collective bargaining agreement or applicable personnel procedure.

CERTIFICATION: I certify that the district's Service-Learning project:

- Meets real community needs
- Increases student participation
- Includes student and community voice in developing and assessing the project
- Utilizes local data in decision-making
- Encourages the inclusion of service-learning in the district's mission/vision
- Increases staff awareness of service-learning
- Encourages staff and students to develop at least one service-learning project
- Increases sustainability for service-learning
- Promotes replication of the service-learning project

The Board(s) of Trustees has reviewed this application and approved the project for submission to the Office of Public Instruction. The applicant certifies that it will agree to perform all actions and support all intentions stated in the above assurances.

The Board of Trustees has submitted a Common Assurances form to the Office of Public Instruction for the 2002 school year, and no circumstances affecting the validity of the assurances have changed since its submittal.

Signature
Designated Authorized Representative
for ESEA Consolidated Program Application

____ Superintendent
____ Principal (if there is no Superintendent)
____ County Superintendent (if there is no
Superintendent or Principal)

NOTE: When personnel changes occur in the positions listed above, the new person will become the Designated Authorized Representative.

**Project
Name:**

School District:

100

Mini-Grant Assessment Rubric	Disagree		Agree				Strongly Agree			
Abstract included required elements and clearly articulated the project.	1	2	3	4	5	6	7	8	9	10
Meets community need and identifies how the needs were determined.	1	2	3	4	5	6	7	8	9	10
Community voice is included in the development, implementation and evaluation of the project.	1	2	3	4	5	6	7	8	9	10
Student voice is included in the development, implementation and evaluation of the project.	1	2	3	4	5	6	7	8	9	10
Reflection activities are included and are appropriate.	1	2	3	4	5	6	7	8	9	10
Project objectives/activities connect to core academic content aligned to the Montana Content and Performance Standards.	1	2	3	4	5	6	7	8	9	10
Objectives are measurable and high quality (includes who, how, what, when, where).	1	2	3	4	5	6	7	8	9	10
Desired indicators of student growth are clearly identified.	1	2	3	4	5	6	7	8	9	10
Activities are appropriate and will meet identified need.	1	2	3	4	5	6	7	8	9	10
Items budgeted for are appropriate and reasonable considering the scope of the project.	1	2	3	4	5	6	7	8	9	10
TOTAL POSSIBLE: 100	TOTAL SCORE: _____									

2002-2003 SAMPLE LEARN & SERVE MINI-GRANT APPLICATION

Objective 1: Homeland Security (required objective)

Montana Content and Performance Standards addressed:

STATEMENT OF NEED

OBJECTIVE EVALUATION PLAN

**Baseline Student Data
(Current Data Aligned to this Objective)**

**Desired Indicators of Student Growth
(Aligned to Baseline Student Data)**

**Actual Indicators
of Student Impact**

End-of-the-Grant-Year Data, aligned to baseline data, are reported on the Year-End Evaluation.

ACTIVITIES: Homeland Security

Proposed activities to accomplish the objective:

BUDGET JUSTIFICATION

List each expenditure and briefly explain how it assists in accomplishing the proposal objectives.

In-Kind Contributions:

2002-2003 LEARN & SERVE MINI-GRANT APPLICATION

(Duplicate this page as needed for Objectives.)

Objective 2: Local Project Objective

Montana Content and Performance Standards addressed:

STATEMENT OF NEED

OBJECTIVE EVALUATION PLAN

Baseline Student Data
(Current Data Aligned to this Objective)

Desired Indicators of Student Growth
(Aligned to Baseline Student Data)

**Actual Indicators
of Student Impact**

End-of-the-Grant-Year Data, aligned to baseline data, are reported on the Year-End Evaluation.

ACTIVITIES

Proposed activities to accomplish the objective:

BUDGET JUSTIFICATION

List each expenditure and briefly explain how it assists in accomplishing the proposal objectives.

In-Kind Contributions:

PROPOSED PROJECT BUDGET DETAIL—2002-2003**Learn and Serve Montana
Mini-Grant Program**

Prime Applicant District Name_____

Project Number_____

BUDGET CATEGORY	SEA/Learn and Serve Montana	Required Local/District In-Kind Match 20% Minimum (List source if not district)
Salary/Benefits—Local Service Learning Coordinator		
Planning & Capacity Building (not less than 10% nor more than 15% of grant award)		
Contracted Services/ Technical Assistance		
Supplies and Materials		
Travel		
Other		
Learn and Serve Montana Grant Award Total:		



Linda McCulloch, Superintendent
Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501

Learn and Serve Montana

2002-2003

CFDA 94.001

CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period from the date of approval through June 30, 2003. Amendments to this budget may be submitted up to project closing date.

Prime Applicant District: _____

Legal Entity: ____

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx				
3. SUB-TOTAL DIRECT COSTS				
4. Equipment (\$5,000 or more per unit) Attach Details and Justification Object 7xx				
5. TOTAL BUDGET				
6. OPI Use Only: Approved By/Date				
Project No. <input type="text"/>				